**EDUCATIONAL SERVICES:**

**NURTURING APPROACH FOR ALL**

**2017-20**

**VISION:**

**All children and young people from South Ayrshire will access learning environments which are nurturing, offer relationship based approaches and where there are high aspirations for all. This will further increase our children’s readiness to learn and so achieve their full potential, especially our most vulnerable children.**

**SOUTH AYRSHIRE CONTEXT**

Statistics for South Ayrshire on

* Number of LAC children
* outwith placement
* refs to EPS
* mental health survey

***Story so far ….***

There are many different ways to support children with social and emotional difficulties. Over the past 3 years South Ayrshire’s Psychological Services have been piloting the Nurture Approach across educational establishments including supporting 4 primary schools who were provided with additional staffing to develop nurture groups in 2011 as well as supporting Children’s Houses and foster carers to develop the approach. From 2013 the Nurture Approach has been evaluated by Psychological Services, individual schools and the ASN Review (2015) as impacting positively on children involved in nurture groups and also the staff trained in the nurture approach. In 2016, the approach was externally validated as very good practice in South Ayrshire by Education Scotland during their VSE of Psychological Services, by the Care Commission during their inspection of Children’s Houses and by HMIE during their inspection of Children’s Services. See Appendix 1 for further information on the national context to the Nurture Approach, some research around the impact and detail on what a nurture group typically looks like.

From Aug 2013- June 2016, South Ayrshire progressed from using the individualised approach of Nurture Classes that effects change in a relatively small number of children to a ‘Nurturing Relationships Approach’ which was utilised across pilot schools in early years, primary and secondary schools as well as with foster carers and Children’s Houses staff. This has impacted on a larger number of children in South Ayrshire including the children in some of our most vulnerable contexts: Children’s Houses and in foster placements. It increases prosocial skills in children and the intensive staff training increases staff awareness of attachment and need for relationships, staff’s understanding of children’s needs and offers new ways to support children. There are some early indicators that staff feel more skilled in being able to support children and maintain them in South Ayrshire following training and coaching in this approach. More evidence from VSE and inspections???

In South Ayrshire, the Nurture Approach is a multi-agency approach led by Psychological Services but also involves CAMHS, Adoption and Fostering Team and staff from Children’s Houses, Early Years, Primary Schools, Secondary Schools and Special Schools. Psychological Services has adapted the ‘Nurturing Group’ approach to be used in a whole school context, within Children’s Houses and for working with adoptive parents and foster carers. It utilises evidence-based research that is tailored to meet the needs of the South Ayrshire context and the contexts within each of the areas being supported.

Due to its success, we are now considering the next steps in upscaling this approach and similar to the previous action plan, this strategy takes cognizance of another approach that analyses the effective implementation of new programmes or initiatives – Implementation Science. See Appendix 2.

**Outcomes to be achieved:**

Through discussion with senior management in Educational Services and the Health and Social Care Partnership as well as consideration of local and national priorities, the following outcomes for the Nurture Approach were agreed:

* To provide a ‘safe base’ that will improve the learning environment for all pupils. This will be achieved through increasing staff awareness and knowledge of nurture principles and attachment theory as well as supporting staff to assess and support children with social and emotional difficulties in a variety of different ways.
* To increase readiness to learn for all pupils especially those at risk of not achieving their potential
* To retain children and young people in South Ayrshire
* To reduce external residential and day educational placements
* Ultimately to eradicate outwith placements for Primary School children.

**NEEDS ANALYSIS:**

How can we achieve these outcomes? In order to positively impact on these, we need to initially consider why children with social and emotional difficulties are not achieving their full potential in South Ayrshire.

The vast majority of behaviour we see in children with social and emotional and difficulties can be understood in the context of a child’s attachments with their primary care-giver and attachment theory (see Appendix 3). Many children with attachment difficulties find it hard to trust adults and to trust that adults will meet their needs. They tend to find educational establishments and stable care environments as places where the rules do not make sense as this has not been their experience so far. Thus it is a difficult for the child to feel safe enough to learn and achieve their potential as well as difficult for staff and carers/ residential staff to understand where they are child’s difficulties are coming from. As a result, both the child and adult can end up feeling ‘rejected’ and a vicious cycle of misattunement begins. (see Appendix 1 for further information).

So what can we do to break this cycle? We need to consider all possible factors in this complex situation in order to determine where interventions are required.

Illustration of integration of problem dimensions. See figure 1

**INTERVENTIONS**

Baylin and Hughes (2016) advise that we need to support children who have experienced trauma or neglect to:

1. Regulate their stress and emotions
2. Reverse stress responses
3. Reflect
4. Revise their views

and through this, trust in adults can be re-built and children can start to develop relationships with others. All interventions for children, but especially those with social and emotional difficulties, must be within a context of a safe, trusting relationship in order to achieve the above. Therefore supporting the adults who support the children within schools and at home is of paramount importance to achieving positive outcomes.

Research shows that children who are able to regulate their emotions and behaviour are more likely to have positive outcomes later in life (Woodward et al, 2016)

In order to do this, in South Ayrshire we need to address the following:

1. Making the environment a ‘safe place’ through:
   * Supporting staff to develop understanding and experience of supporting children with social and emotional difficulties (Nurture Network, 2016; NICE 2016)
   * Supporting staff to be able to assess these children’s needs and so inform interventions that will be effective. These interventions will allow staff to help children to co-regulate their behaviour and then allow them to support children to move on to being able to regulate their own behaviour (Golding; Bomber refs)
   * Provide staff with coaching to ensure supports are in place and this needs to be quality assured(Fixsen et al 2009; Kelly ref)
   * Consider how to make the environment less overwhelming and stimulating through having a range of options to support children within South Ayrshire from preventative to targeted to specialist interagency supports. (Golding ref; New attachment ref)
   * Similar language and supports used across South Ayrshire to make any transition less traumatic (Golding: Bomber refs)
2. Continue to have high aspirations for children who have experienced trauma – not just academically but socially too. Many become increasingly isolated at school and in community (ASN Review, 2015, SAC; ref)
3. Develop an approach that can involve parents and the community. This should also consider how we support parents—to-be, the young people in our schools. Supporting them to have an understanding and awareness of the importance of attachment is vital to change the trajectory of the lives of future generations. (Family learning refs)
4. Have a strategic vision for supporting children who are LAC or who have experienced trauma (NICE, 2015)

**EARLY YEARS:**

|  |  |  |  |  |  |  |
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| **STRATEGY INFORMED BY NATIONAL DRIVERS:** | | | | | | |
| **NIF:**   1. **Improvement in attainment, particularly in literacy and numeracy** 2. **Closing the attainment gap between the most and least disadvantaged children** 3. **Improvement in children and young people’s health and wellbeing** | | **GIRFEC**  **Safe Respected**  **Healthy Responsible**  **Achieving Included**  **Nurtured** | | **OTHERS:**  **Early Years Collaborative: Stretch aims** | | |
| **DESIRED OUTCOME** | **PERFORMANCE MEASURE/ EVIDENCE** | **ACTIONS** | **TASKS WITHIN ACTION** | **TARGET FOR COMPLETION** | **LEAD** | **STATUS** |
| What are we trying to achieve for children and young people? | How will we know when we have achieved it? What will we see? | What tasks needs to be completed to achieve this outcome? | What tasks need to be completed to achieve this outcome? | When will we achieve them by? | Who is responsible for overseeing? | Progress |
| Provide children and young people with a ‘safe base’ that will improve the learning environment for all pupils. | * Wellbeing wheel * Pupil Survey * Mental health survey * Analysis of Child’s assessment and plans for similar language used, views of feeling safe and learning * Staff questionnaires – pre and post training * Observations of practice through SQA visits * Observations – VERP?? * Psych Services annual evaluation * ECKERS Scale for nursery environment pre and post | Support staff to develop understanding and experience of supporting children with social and emotional difficulties | Pilot new model of nurture approach to be developed and implemented in conjunction with one LA nursery and one partnership provider;  To be evaluated | Aug 17  Aug 18 | CM, EPS |  |
| New model to be rolled out to all nursery establishments and baseline collated | Jan 19 |  |  |
| All staff will have attended Level 1 training regarding Nurture Principles | Aug 18 | JW, EPS |  |
| At least 1 member of management team will have attended Managers training for the Nurture Approach to understand nurture principles and their implementation | June 18 |  |  |
| Provide staff with coaching to ensure ‘nurture’ supports are in place and this needs to be quality assured. | Link EP to work with early years establishments for them to consider how they offer a ‘nurturing’ approach to children in their establishment | Dec 18 |  |  |
| All early years establishments to have a HWB champion who will be fully trained within the Nurture Approach. | Dec 18 |  |  |
| All Champions will have access to a Nurture Network which will provide supervision and support of the approach. | Ongoing |  |  |
| Each cluster will have at least 3 people trained to the level of Train the Trainer in Nurture | Dec 19 |  |  |
| Consider how to make the environment less overwhelming and stimulating through having a range of options to support children within South Ayrshire from preventative to targeted to specialist interagency supports. | Document on how to offer a Nurturing Nursery will be developed from work completed with nurseries and in conjunction with Early Years HWB Champions | Aug 19 |  |  |
| Multi-agency working group to be developed to consider interventions to support children to co-regulate their behaviours to be considered such as nurture groups, sensory rooms, explicit teaching of social skills. | ? | Mental Health Steering Group |  |
| Similar language and supports used across South Ayrshire to make any transition less traumatic | Work with colleagues in SALT, Barnardos and Family Workers to consider how all of the programmes offered use similar relationships based supports and language. | Dec 17 |  |  |
| To increase readiness to learn for all pupils especially those at risk of not achieving their potential | * Wellbeing wheel * Motivation to learn assessment * Analysis of Child’s assessment and plan * Pre and post training evaluations * Standardised assessment process agreed * VERP? * Developmental milestones – consider particular areas for consideration * Social Play record – pre and post interventions | Supporting staff to be able to assess these children’s needs and so inform interventions that will be effective. These interventions will allow staff to help children to co-regulate their behaviour and then allow them to support children to move on to being able to regulate their own behaviour | Working group to be developed to consider current assessments used in nursery and how they link to interventions. (Will be same group considering interventions) | Dec 17?? |  |  |
| Standardised assessment process which informs interventions to support staff | Dec 17??? |  |  |
| Continue to have high aspirations for children who have experienced trauma – not just academically but socially too. Many become increasingly isolated at school and in community. | Use of social play record to assess play and explicitly teach social skills at an appropriate level for children. | Dec 17 |  |  |
| Working with SALT on linking nurture approach to language development approach being rolled out across early years. | Aug 18 |  |  |
| To retain children and young people in South Ayrshire. | * Nurture Strategy agreed across Educational Services and as part of the Integrated Children’s Services Plan * All nurseries will have a relationships based policy in place to support children with social and emotional difficulties | Provide support to parents so they are able to understand the importance of nurture and attachment | Parenting strategy | ? | Aileen Valenti |  |
| HWB Champions to ensure parents are aware of the nurture approach and its principles – to be supported via the Nurture Network | Dec 19 |  |  |
| Provide support to children and young people as our next generation of parents to understand the importance of nurture and attachment. | Support young people in secondary school to mentor some children in nurseries – Toddler to Teens Programme?  How do we support nursery children to understand attachment? Through play? Dolls? | ? |  |  |
| Educational Services to have a strategic vision on how to support children and young people in South Ayrshire with social and emotional difficulties | Nurture Strategy for all areas of Educational Services | Jan 17 | JW |  |
| All educational establishments to have a relationships-based policy to support children with social and emotional needs. | Dec 19 | Inclusion Coordinators |  |
| Multi-agency strategy which considers how we support children and young people who have experienced trauma. | Dec 17 | Mental Health Steering Group |  |

**PRIMARY & SECONDARY SCHOOLS:**

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| **STRATEGY INFORMED BY NATIONAL DRIVERS:** | | | | | | |
| **NIF:**   1. **Improvement in attainment, particularly in literacy and numeracy** 2. **Closing the attainment gap between the most and least disadvantaged children** 3. **Improvement in children and young people’s health and wellbeing** | | **GIRFEC**  **Safe Respected**  **Healthy Responsible**  **Achieving Included**  **Nurtured** | | **OTHERS:** | | |
| **DESIRED OUTCOME** | **PERFORMANCE MEASURE/ EVIDENCE** | **ACTIONS** | **TASKS WITHIN ACTION** | **TARGET FOR COMPLETION** | **LEAD** | **STATUS** |
| What are we trying to achieve for children and young people? | How will we know when we have achieved it? What will we see? | What tasks needs to be completed to achieve this outcome? | What tasks need to be completed to achieve this outcome? | When will we achieve them by? | Who is responsible for overseeing? | Progress |
| Provide children and young people with a ‘safe base’ that will improve the learning environment for all pupils. | * Wellbeing wheel * Pupil Survey * Mental health survey * Analysis of Child’s assessment and plans for similar language used, views of feeling safe and learning * Staff questionnaires – pre and post training * Observations of practice through SQA visits * Observations – VERP?? * Psych Services annual evaluation | Support staff to develop understanding and experience of supporting children with social and emotional difficulties | All staff will have attended Level 1 training regarding Nurture Principles | PS: Dec 17  Sec: Dec 17 |  |  |
| At least 1 member of management team will have attended Managers training for the Nurture Approach to understand nurture principles and their implementation | Aug 18 |  |  |
| Provide staff with coaching to ensure ‘nurture’ supports are in place and this needs to be quality assured. | Link EP to work with school staff and Pupil Support Coordinators to consider how each establishment offers a ‘nurturing’ approach to children in their establishment | Aug 18 |  |  |
| All primary schools will have at least one HWB champion who will be fully trained within the Nurture Approach | Dec 18 |  |  |
| All secondary schools will have at least one HWB champion in Senior Management and one in guidance who will be fully trained within the Nurture Approach. | Dec 18 |  |  |
| All HWB Champions, Nurture teachers and school assistants will have access to a Nurture Network which will provide supervision and support of the approach. | Ongoing |  |  |
| Each cluster will have at least 3 people trained to the level of Train the Trainer in Nurture | Dec 19 |  |  |
| Consider how to make the environment less overwhelming and stimulating through having a range of options to support children within South Ayrshire from preventative to targeted to specialist interagency supports. | Document on how to offer a Nurturing Classroom and School will be developed from above and in conjunction with HWB Champions – there may be primary and secondary versions developed if required. | Dec 18 |  |  |
| Multi-agency working group to be developed to consider interventions to support children to co-regulate and regulate their behaviours to be considered. | ? | Mental Health Steering Group |  |
| Enhanced Nurture Base to be developed and implemented to support children from across South Ayrshire for primary schools. | Aug 17 |  |  |
| Similar language and supports used across South Ayrshire to make any transition less traumatic | Definition of nurture and the different approaches to be developed eg Nurture Time Vs Nurture Groups across Educational Services | Aug 17 |  |  |
| Guidelines on how to develop and manage different nurture supports to be developed and shared including Nurture Groups | Aug 17 |  |  |
| Transition programme (minimum level of supports offered) to be standardised across South Ayrshire from primary to secondary. | Aug 18 | Attainment Challenge HWB Group |  |
| For any child with social and emotional needs identified a Transition Passport to be developed which centres around the nurture principles to ensure transitions are less stressful. | ? | Inclusion Coordinators? ASN Team? |  |
| To increase readiness to learn for all pupils especially those at risk of not achieving their potential | * Wellbeing wheel * Motivation to learn assessment * Analysis of Child’s assessment and plan * Standardised assessment process which informs interventions to support staff * Attendance and exclusion figures * Pre and post training evaluations * VERP * CEM and C4E levels * Boxall assessment?? Resilience Scale? | Supporting staff to be able to assess these children’s needs and so inform interventions that will be effective. These interventions will allow staff to help children to co-regulate their behaviour and then allow them to support children to move on to being able to regulate their own behaviour | Ecological assessment to be developed as well as further pathways for assessing and supporting literacy, numeracy and HWB. | Dec 17 | JW/ LAAC Steering Group/ ASN Team |  |
| Continue to have high aspirations for children who have experienced trauma – not just academically but socially too. Many become increasingly isolated at school and in community. | Tracking and monitoring for children who are looked after and accommodated by Pupil Support Coordinators in each school and centrally by Inclusion Coordinators | Aug 17 | Pupil Support Coordinators/ Inclusion Coordinators |  |
| To retain children and young people in South Ayrshire. | * Attendance and exclusions for children who are LAC * GARF referrals * Number of children in outwith placements * Nurture Strategy agreed across Educational Services and as part of the Integrated Children’s Services Plan * All schools will have a relationships based policy in place | Provide support to parents so they are able to understand the importance of nurture and attachment and the nurture framework being used | Parenting strategy | ? | Aileen Valenti |  |
| Develop parent friendly information on nurture approach. | Aug 17 |  |  |
| HWB Champions to ensure parents are aware of the nurture approach and its principles – to be supported via the Nurture Network for different schools to share good practice. | Dec 18 |  |  |
| Provide support to children and young people as our next generation of parents to understand the importance of nurture and attachment. | Develop HWB programme for children within primary schools to consider aspects of nurture and attachment eg Roots of Empathy or similar programmes | Aug 18 |  |  |
| Consult with children and young people to develop a PSE programme for secondary schools which includes aspects of nurture and attachment. | Aug 18 | Mental Health Steering Group |  |
| Support young people in secondary school to mentor some children in nurseries – Toddler to Teens Programme? | ? |  |  |
| Educational Services to have a strategic vision on how to support children and young people in South Ayrshire with social and emotional difficulties | Nurture Strategy for all areas of Educational Services | Jan 17 | JW |  |
| All educational establishments to have a relationships-based policy to support children with social and emotional needs. | Dec 19 | Inclusion Coordinators/ EPS |  |
| Multi-agency strategy which considers how we support children and young people who have experienced trauma. | Dec 17 | Mental Health Steering Group |  |

**PSYCHOLOGICAL SERVICES:**

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| **STRATEGY INFORMED BY NATIONAL DRIVERS:** | | | | | | |
| **NIF:**   1. **Improvement in attainment, particularly in literacy and numeracy** 2. **Closing the attainment gap between the most and least disadvantaged children** 3. **Improvement in children and young people’s health and wellbeing** | | **GIRFEC**  **Safe Respected**  **Healthy Responsible**  **Achieving Included**  **Nurtured** | | **OTHERS:** | | |
| **DESIRED OUTCOME** | **PERFORMANCE MEASURE/ EVIDENCE** | **ACTIONS** | **TASKS WITHIN ACTION** | **TARGET FOR COMPLETION** | **LEAD** | **STATUS** |
| What are we trying to achieve for children and young people? | How will we know when we have achieved it? What will we see? | What tasks needs to be completed to achieve this outcome? | What tasks need to be completed to achieve this outcome? | When will we achieve them by? | Who is responsible for overseeing? | Progress |
| Provide children and young people with a ‘safe base’ that will improve the learning environment for all pupils. | * Wellbeing wheel * Pupil Survey * Mental health survey * Analysis of Child’s assessment and plans for similar language used, views of feeling safe and learning * Staff questionnaires – pre and post training * Observations of practice through SQA visits * Observations – VERP?? * Psych Services annual evaluation | Support staff to develop understanding and experience of supporting children with social and emotional difficulties | Current Nurture training materials studied to ensure they are utilising most current research. Training standardised across EPS. | Dec 16 | CC |  |
| Develop training model which has different levels of awareness:   * Level 1: Awareness raising of Nurture Approach (1 day) * Level 2: Nurture Approach Training * Level 3: Developing Advanced Nurture Approaches * Level 4: Train the Trainer | Aug 17 – 1 &2  Dec 17 – 3 & 4 | EPS – 1 and 2  EPS and SALT – 3  EPS - 4 |  |
| Level 1 training developed for managers for the authority. All managers to have accessed this. | Dec 17 |  |  |
| GTCS accreditation to be sought for the training developed above. | March 18 |  |  |
| Different models of service delivery to consider to ensure that all staff can access training. This will include twilights, webinars and COAST modules. | Dec 17 |  |  |
| Provide staff with coaching to ensure ‘nurture’ supports are in place and this needs to be quality assured. | Link EPs to work with Early Years, school staff and Pupil Support Coordinators to consider how each establishment offers a ‘nurturing’ approach to children in their establishment | Dec 17 |  |  |
| Nurture Network to be facilitated by EPS. This will provide ongoing coaching to HWB Champions in their delivery of Nurture Approach. | Ongoing |  |  |
| EPS staff to be trained in VERP to support the coaching element of training delivery by others. This will quality assure the training being provided.  VERP sessions delivered on a termly basis for Trainers. | Jan 18 |  |  |
| Consider how to make the environment less overwhelming and stimulating through having a range of options to support children within South Ayrshire from preventative to targeted to specialist interagency supports. | EPS to collate data from early years and schools to develop a document which details what a Nurturing Nursery, Classroom and School are like. | Aug 18 |  |  |
| EPS to consider whether a Readiness for Nurture Checklist should be developed. |  |  |  |
| EPS and CAMHS to lead a multi-agency working group to consider interventions to support children to co-regulate and regulate their behaviours | Aug 19 | Mental Health Steering Group |  |
| Enhanced Nurture Base to be allocated additional time from EPS for the coaching of the approach. | Aug 17 |  |  |
| Similar language and supports used across South Ayrshire to make any transition less traumatic | Guidelines on definition of nurture, how to develop and manage different nurture supports to be developed and shared including Nurture Groups | Aug 17 |  |  |
| Training programme to be delivered by EPS on an annual, planned and ongoing basis. | Aug 17 |  |  |
| To increase readiness to learn for all pupils especially those at risk of not achieving their potential | * Wellbeing wheel * Motivation to learn assessment * Analysis of Child’s assessment and plan * Standardised assessment process which informs interventions to support staff * Attendance and exclusion figures * Pre and post training evaluations * VERP * CEM and C4E levels * Boxall assessment?? Resilience Scale? | Supporting staff to be able to assess these children’s needs and so inform interventions that will be effective. These interventions will allow staff to help children to co-regulate their behaviour and then allow them to support children to move on to being able to regulate their own behaviour | EPS to lead development of ecological assessment approach to produce pathways for assessing and supporting literacy, numeracy and HWB. | Aug 17 | JW/ LAAC Steering Group/ ASN Team |  |
| To retain children and young people in South Ayrshire. | * Attendance and exclusions for children who are LAC * GARF referrals * Number of children in outwith placements * Nurture Strategy agreed across Educational Services and as part of the Integrated Children’s Services Plan * All schools will have a relationships based policy in place | Provide support to parents so they are able to understand the importance of nurture and attachment and the nurture framework being used | EPS rep to be Parenting Strategy. | Aug 17 | Aileen Valenti |  |
| Develop parent friendly information on nurture approach. | Aug 17 |  |  |
| Nurture Network to support HWB Champions to ensure parents are aware of the nurture approach and its principles. | Ongoing |  |  |
| Provide support to children and young people as our next generation of parents to understand the importance of nurture and attachment. | Develop HWB programme for children within primary schools to consider aspects of nurture and attachment eg Roots of Empathy or similar programmes | Dec 17 | Mental Health Steering Group and HWB group |  |
| Consult with children and young people to develop a PSE programme for secondary schools which includes aspects of nurture and attachment. | Dec 17 | Mental Health Steering Group & HWB groups |  |
| Educational Services to have a strategic vision on how to support children and young people in South Ayrshire with social and emotional difficulties | EPS to develop the Nurture Strategy for all areas of Educational Services | March 17 | JW |  |
| EPS to support all educational establishments to have a relationships-based policy to support children with social and emotional needs. | Aug 19 | Inclusion Coordinators/ EPS |  |
| EPS to part of the multi-agency strategy which considers how we support children and young people who have experienced trauma. | Aug 19 | Mental Health Steering Group |  |
|  | EPS to evaluate longitudinal impact on outcomes for children who have accessed nurture groups and a nurturing approach within schools. This will be linked with quantitative measures authority currently collates. | Ongoing | JW |  |
| Outcomes as measured by EPS and schools to be included in Educational Services Standards and Quality reports on an annual basis | Ongoing |  |  |

S**PECIALIST**

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| **STRATEGY INFORMED BY NATIONAL DRIVERS:** | | | | | | |
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| **DESIRED OUTCOME** | **PERFORMANCE MEASURE/ EVIDENCE** | **ACTIONS** | **TASKS WITHIN ACTION** | **TARGET FOR COMPLETION** | **LEAD** | **STATUS** |
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| Provide children and young people with a ‘safe base’ that will improve the learning environment for all pupils. | * Wellbeing wheel * Mental health survey * Analysis of Child’s assessment and plans for similar language used, views of feeling safe and learning * Staff questionnaires – pre and post training * Observations of practice through SQA visits * Observations – VERP?? * Psych Services annual evaluation | Support staff to develop understanding and experience of supporting children with social and emotional difficulties | All staff will have attended Level 1 training regarding Nurture Principles |  |  |  |
| At least 1 member of management team will have attended Managers training for the Nurture Approach to understand nurture principles and their implementation |  |  |  |
| Provide staff with coaching to ensure ‘nurture’ supports are in place and this needs to be quality assured. | Link EPs across Invergarven and Southcraig to support schools to consider how they offer a ‘nurturing’ approach to children in their establishment |  |  |  |
| Document on how to offer a Nurturing School and classroom will be developed from above and in conjunction with Specialist HWB Champions |  |  |  |
| All specialist establishments to have a HWB champion who will be fully trained within the Nurture Approach |  |  |  |
| All Champions will have access to a Nurture Network which will provide supervision and support of the approach. |  |  |  |
| Similar language and supports used across South Ayrshire to make any transition less traumatic | Definition of nurture and the different approaches to be developed eg Nurture Time Vs Nurture Groups across Educational Services |  |  |  |
|  |  |  | Transition programme (minimum level of supports offered) to be standardised across South Ayrshire. |  |  |  |
|  |  |  | For any child with social and emotional needs identified a Transition Passport to be developed which centres around the nurture principles to ensure transitions are less stressful. |  |  |  |
| To increase readiness to learn for all pupils especially those at risk of not achieving their potential | * Wellbeing wheel * Motivation to learn assessment * Analysis of Child’s assessment and plan * Standardised assessment process which informs interventions to support staff * Attendance and exclusion figures * Pre and post training evaluations * VERP * CEM and C4E levels * Boxall assessment?? Resilience Scale? Ecological assessment? | Supporting staff to be able to assess these children’s needs and so inform interventions that will be effective. These interventions will allow staff to help children to co-regulate their behaviour and then allow them to support children to move on to being able to regulate their own behaviour |  |  |  |  |
| Provide staff with coaching to ensure supports are in place and this needs to be quality assured. |  |  |  |  |
| Continue to have high aspirations for children who have experienced trauma – not just academically but socially too. Many become increasingly isolated at school and in community. |  |  |  |  |
| To retain children and young people in South Ayrshire. | * Attendance and exclusions for children who are LAC * Increase in care placements within South Ayrshire * GARF referrals * Number of children in outwith placements * Nurture Strategy agreed across Educational Services and as part of the Integrated Children’s Services Plan * All schools will have a relationships based policy in place | Provide support to parents so they are able to understand the importance of nurture and attachment | Parenting strategy | Aileen Valenti |  |  |
| Provide support to children and young people as our next generation of parents to understand the importance of nurture and attachment. |  |  |  |  |
| Educational Services to have a strategic vision on how to support children and young people in South Ayrshire with social and emotional difficulties | Nurture Strategy for all areas of Educational Services |  |  |  |
| All educational establishments to have a relationships-based policy to support children with social and emotional needs. |  |  |  |
| Multi-agency strategy which considers how we support children and young people who have experienced trauma. |  |  |  |

Other Services such as:

* Catering – meeting with Helen next week
* QIOs and QIMs?
* Janitors?
* Technicians?
* Admin staff?

**Appendix 1:**

**General Information on Nurture Groups and Approach**

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| **National context:**  Nurture Groups have been identified as a highly successful area of good practice by Ofsted (2005), DFEE (1999) and the Scottish Government Education Department (2007). Nurture groups and approaches now form a key strand of the Scottish Government’s ‘Rights, Support and Wellbeing Team’s’ supports for promoting positive relationships, better learning and better behaviour. This is one of only six approaches cited as best practice.  It provides both a preventative and reactive strategy for supporting children and young people with social, emotional and behavioural difficulties within a mainstream school. In addition the GIRFEC agenda requires a similar philosophy regarding children’s needs and how to approach them across Social Services, Education and Health Board. Attachment theory is already popular within Social Services and Health Board and a ‘nurturing’ philosophy puts attachment principles within the educational context. Curriculum for Excellence also promotes social competence in particular with the Health and Wellbeing experience and outcomes required. If children do not have the foundations with which to access this curriculum, a ‘nurturing class or approach’ could provide the scaffolding for learning that will allow them to be included within this. Nurture also dovetails with the National Priorities: Raising Attainment (Literacy and Numeracy), Promotion of Health and Wellbeing, Improved levels of attendance and levels of exclusion.  There is a growing evidence base on the significant impact that Nurture Classes and approaches can make on the outcomes for children with social, emotional and behaviour difficulties. |

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| **Evidence base for Nurture:**  Recent evaluations, most notably in Glasgow’s roll out of 59 Nurture Classes, have provided a strong evidence base for the efficacy of the approach. Information below has been collated from Iszatt & Wasilewska (1997), Cooper & Gerrard (2005), Lovey (1999), Foyle (2001)Boorn , (2002), Sanders (2007), Reynolds & Kearney (2007), Cooper & Whitebread (2007).  ***Gains made by children in Nurture groups***  *Learning and Teaching*   * Children made measurable, significant academic gains, particularly in literacy attainment. * Children developed more effective learning skills (as measured by the CATM) * Children’s motivation to learn and independent learning skills improved   *Additionality*   * Children were 7 times less likely to need specialist educational provision * They were more likely to remain within their own mainstream school (85% of Nurture class attendees remained in mainstream with only 17% requiring additional supports 2 years later) * Attendance levels improved * Exclusions decreased   *Social Emotional & Behavioural Gains* (As measured by SDQ & Boxall Profile)   * In the Glasgow pilot of 108 pupils receiving Nurture support only 8 did not significantly improve their social, emotional and behavioural skills. * Academic and social emotional and behavioural skills improved in comparison to a control group who received standard behaviour management and social skills input * The majority of pupils can generalise their newly acquired skills into the mainstream setting after a relatively short period of time (approx four school terms) * Quality of social interactions with adults and peers improved   Crucially in the majority of studies, these gains remain over time.  ***Whole School Gains: The ‘Nurturing School’***   * Staff reported that the attainment levels of the pupils in their mainstream classes improved * They report reduced level of exclusions * They report increased attendance rates * Teachers across the school spoke more positively about pupils with social, emotional and behavioural difficulties who were not included in the nurture cohort and felt better skilled to support them within mainstream classes * Staff absenteeism and high turnover reduced   ***Parent Report***   * Children’s attitudes towards school improve * They feel more optimistic about their child’s ability to remain within mainstream * Parents became more involved in the school as they felt that the cycle of ‘negative feedback’ about their child had been broken * Parents reported that the children behaved better in the home |

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| **What a Nurture Class should typically looks like:**   * Staffed by 2 adults (this could be full time class teacher, or school assistant) * Maximum of 10-12 children who have difficulties learning within a mainstream class. * Target groups are vulnerable children who typically have a history of withdrawn or disruptive behaviour , who are at risk of exclusion or who may have a pattern of non-attendance or who may be experiencing difficulties in the family environment * The nurture class is an integral part of the whole school as pupils attend regularly for a part of the day and remain with their own class for the remainder of the day. * Children adhere to their academic curriculum but the focus is predominantly upon social and emotional development through developmentally appropriate play and explicit modelling of social skills by the two adults. * The nurture class intervention is time-limited and there is an expectation that the children will return to their mainstream class full-time in 2 – 4 terms. The resource is flexible to allow for a small majority of children who may need to access the supports over a longer period of time. However it should also be considered that if more time is required is this the most appropriate support. * Nurture classes are based on the principles of Attachment theory. |

**Appendix 2:**

**Implementation Science Approach**

Often in Public Sector organisations evidence based practice is not effectively realized due to a lack of consideration as to how the intervention is supported and implemented in order to ensure that it remains true to the original effective approach. As such, in writing this strategy consideration has been given to the ‘*implementation science’* of a Nurture strategy to ensure that it is effective and has maximum impact. Therefore, this section draws strongly upon research by Fixsen et al (2009) with regards to implementing evidence based practice effectively in organisations. The authors state that desirable outcomes are achieved only when effective programs are implemented well (Fixsen et al., 2001; Washington State Institute for Public Policy, 2002). To accomplish this, Fixsen et al suggest that high-fidelity practitioner behaviour is created and supported by the Core Implementation Components (CIC) Model. These components are illustrated in **Figure 2**

*‘In human services,* ***the practitioner******is the intervention****. The science and quality have to be built into hundreds of thousands of practitioners situated in a variety of provider organizations that function within uniquely configured state (local) and federal (national) service systems. This is a very difficult task when fully exposed to the vagaries of life. Thus, in human services, our challenge in making use of science is how to build the science and quality into the daily performances of millions of practitioners across the nation’*

Fixsen et al 2009

**Figure 2**

**USE NEW MODEL – easier to understand**

**APPENDIX 3:**

**Nurture and Attachment Theory**

The vast majority of behaviours we see in children with social and emotional difficulties (clinging, attention-seeking, panic, anger, restlessness, low self esteem, inability to self-regulate etc) can be understood in the context of how a child’ attachments with their primary care-giver develop.

Most children have experienced life in the context of secure relationships with their primary caregivers. In such a relationship the adult is both readily available, sensitive to the child’s signals, responsive when protection or comfort is ought *and* consistent, reliable and predictable in their response. They also provide a secure base for the child to explore from and return to. As a result the child is confident that their parent/carer will be available, responsive and helpful . A securely attached child learns positive internal models of how adults are (i.e. predictable, responsive and interested in them) and positive internal models of themselves (as worthwhile, interesting, lovable and loved). They learn that exploration is safe (the child knows the adult will check on their well being and safety so they don’t have to worry) and that learning is interesting.

Difficulties in the attachment process arise when the care giver is not consistently available to the child or responsive to their needs. As a result, the child becomes uncertain that their needs will be met and defences are learnt in order to give protection from disappointment or hurt. They develop negative internal models of adults (i.e. that they are unpredictable, unreliable, disinterested & untrustworthy) and negative internal models of themselves (i.e. they are worthless, uninteresting & unlovable). They learn that exploration is not safe (the child has to look after themselves without knowing the risks) and that learning is risky as the child has not learnt through appropriate risk taking with appropriate adult support.

**What does this mean for the educational setting?**

Securely attached children are better able to learn. If they have had a positive experience of attachment they will be able to make new attachments more readily (e.g. to their teachers). As a result, they will more readily seek help when experiencing difficulties (academic or social) and are more willing to share the attention of adults with their peers.

Insecurely attached children may feel lost and unnoticed in a large and complex organisation like a school. If their internal model of themselves is of worthlessness they may set out to prove this is the ‘right’ model each time they meets new adults to the extent that it becomes a self-fulfilling prophecy. As a result, the child may provoke unresponsive or hostile reactions in adults and peers thus reinforcing their feelings of self-doubt and insecurity

Nurture class settings attempt to meet the needs of insecurely attached children by providing reliable and consistent adults, predictable and clear interactions, routines and boundaries, a developmentally appropriate curriculum, specific attachment figures and a challenge to their negative internal models. The nurture class could also meet the needs of a small number of children with additional support needs such as moderate learning difficulties and social communication difficulties as it may provide enough support for them to remain within a mainstream environment